DOCUMENT RESUME

ED 336 477 UD 028 231

AUTHOR Davidson, Mary E.; And Others
TITLE Monitoring Commission for Desegregation Implementation Year End Report: Monitoring Project CANAL--Year-2 (1989-90).
INSTITUTION Chicago Public Schools, IL. Monitoring Commission for Desegregation Implementation.
PUB DATE Feb 91
NOTE 27p.; For a complete set of Commission Reports, see UD 028 213-233.
PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Budgets; Compliance (Legal); *Desegregation Plans; Elementary Secondary Education; *Management Development; *Participative Decision Making; Program Budgeting; Program Evaluation; *School Based Management; *School Community Relationship; Urban Schools
IDENTIFIERS *Chicago Public Schools IL

ABSTRACT

This quarterly report, covering July 1 through September 30, 1990, summarizes problems with Project Creating a New Approach to Learning (CANAL), part of a court-mandated desegregation plan in Chicago (Illinois). CANAL's goal is to train the constituent representatives of the public schools to engage in shared decision-making and to develop organizational structures that incorporate the community in the organizational and educational processes of the schools. The training activities during this last quarter of the second year of the project provided no indication of improvements in implementing the school-based management (SBM) model that was the goal of the proposed project. The core planning teams continued to have poor representation of parents, community members, and ancillary staff. There was no evidence that project staff took effective measures to address problems of team composition. Training activities were poorly attended, and some seemed to have little relevance to implementing SBM or improving student achievement. It appears that CANAL's original goal has been lost, and no effort has been made to integrate CANAL's SBM teams with parallel Local School Councils. The following materials are included: (1) a list of project activities; (2) executive summaries of two related evaluation reports; (3) an eight-item annotated bibliography; (4) a list of monitoring commission staff; and (5) a budget status report. (FMW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED336477

UD

Monitoring Commission for Desegregation Implementation

YEAR END REPORT:

MONITORING PROJECT CANAL

Year-2 (1989-90)

. Mary E. Davidson
Principal Investigator

. Donn F. Bailey
Commission Chairperson

Submitted to the United States Department of Education

The Monitoring Commission for Desegregation Implementation monitors implementation of The Student Desegregation Plan of the Chicago Public Schools

February 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
B. Cochran Oslaja
MCDI - CPS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

UD 028 231

BEST COPY AVAILABLE

COMMISSION MEMBERS

Donn F. Bailey, Chairperson

Nancy M. Abbate
Mari C. Fohrman
Carlos Heredia
Gwendolyn Laroche
Henry Martinez
Uthman Muhammad
George E. Riddick
Aida Sanchez
Darthula Young

PRINCIPAL INVESTIGATOR

Mary E. Davidson

COMMISSION CONSULTANTS

Norman R. Kurtz
Doris M. Williams

COMMISSION STAFF

Alice H. Blackburn
Barb Leebens-Osilaja
Ana L. Tapia

Monitoring Commission for Desegregation Implementation
1819 West Pershing Road
6th Floor East (c)
Chicago, IL 60609
(312) 535-8220

BEST COPY AVAILABLE

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

YEAR END REPORT:

MONITORING PROJECT CANAL - YEAR-2 (1989-1990)

Mary E. Davidson, Principal Investigator
Norman R. Kurtz, Primary Consultant

February 1991

Prepared under the direction of
Mary E. Davidson, Principal Investigator
Monitoring Commission for
Desegregation Implementation
Chicago Public Schools
Chicago, Illinois

TABLE OF CONTENTS

INTRODUCTION 1

PROJECT CANAL ACTIVITIES
AT THE TRAINING CENTER
(July 1, 1990 through September 30, 1990) 2

EXECUTIVE SUMMARIES 7

Monitoring Project CANAL:
Summary of the First Two Years 8

CANAL Training for LSC
Year 2: October 30, 1989 to May 1990 10

ANNOTATED BIBLIOGRAPHY
MONITORING COMMISSION EVALUATION
OF PROJECT CANAL AUGUST 1989 THROUGH
SEPTEMBER 1990 12

MONITORING COMMISSION STAFF 16

BUDGET STATUS 19

INTRODUCTION

During the fourth quarter, ending September 30, 1990, the Monitoring Commission for Desegregation Implementation continued to monitor Project CANAL Training Center activities. The training activities during this last quarter of the second year provided no indication of improvements in implementing the school-based management model that was the goal of the proposed project. The core planning teams continued to have poor representation of parents, community members and ancillary staff. There was no evidence that CANAL staff took effective measures to address problems of team composition. Training activities were poorly attended, and some, such as courses on word processing, operation of spiral binding machines, seemed to have little relevance to implementing school-based management or improving students' reading scores.

The Commission, at the end of two years of Project CANAL, is concerned that sight of the original goal of CANAL, the implementation of school-based management, has been lost. Moreover, no meaningful effort has been organized for integrating the school-based management efforts of Project CANAL and the parallel school-based management teams, the Local School Councils, that have been created by the School Reform Act of Illinois.

A list of all training activities of CANAL for the period of July 1, 1990 through September 30, 1990 are described in the report. Overviews of two monitoring reports, Annual Report: Monitoring Project CANAL, Year 2 and CANAL Training for 41 LSCs, Year 2: October 30, 1989 to May 31, 1990, completed during the fourth quarter are enclosed (the full reports also are included in the appendices). Changes in the staffing of the Monitoring Commission are described as well as a review of the budget.

PROJECT CANAL TRAINING ACTIVITIES
AT THE TRAINING CENTER

(July 1, 1990 Through September 30, 1990)

CANAL ACTIVITIES AT THE TRAINING CENTER
(July 1, 1990 through September 30, 1990)

July 1990

07/02/90	Introduction to Word Processing
07/03/90	Introduction to Word Processing
07/05/90	Introduction to Word Processing
07/05/90	Parent Workshop
07/06/90	Introduction to Word Processing
07/09/90	Computers as an Instructional Tool
07/09/90	Kelvyn Park H.S. Planning Team Meetings
07/10/90	Kelvyn Park H.S. Planning Team Meetings
07/10/90	Early Childhood Education
07/10/90	Kelvyn Park H.S. Planning Team Meetings
07/10/90	Computer as an Instructional Tool
07/11/90	Computer as an Instructional Tool
07/11/90	Kelvyn Park H.S. Planning Team Meetings
07/12/90	Computers as an Instructional Tool
07/12/90	Early Childhood Education
07/12/90	Kelvyn Park H.S. Planning Team Meetings
07/13/90	Computers as an Instructional Tool
07/16/90	Kelvyn Park H.S. Planning Team Meetings
07/16/90	Software in the Classroom
07/16/90	Kelvyn Park H.S. Planning Team Meetings
07/17/90	Software in the Classroom
07/17/90	Early Childhood Education
07/17/90	Kelvyn Park H.S. Planning Team Meetings
07/18/90	Software in the Classroom
07/19/90	Software in the Classroom
07/19/90	Kelvyn Park H.S. Planning Team Meetings
07/19/90	Parent Workshop
07/20/90	Software in the Classroom
07/23/90	Organizing Information
07/23/90	African Foundations Orientation
07/24/90	Organizing Information
07/24/90	African Foundations Orientation
07/25/90	Core Planning Team Meeting (Jungman School)
07/25/90	Organizing Information
07/25/90	African Foundations Orientation
07/26/90	Organizing Information
07/26/90	African Foundations Orientation

August 1990

07/26/90	Parent Workshop
07/27/90	Organizing Information
07/27/90	African Foundations Orientation
07/30/90	Introduction to Word Processing
07/31/90	African Foundations Orientation
08/01/90	Introduction to Word Processing
08/01/90	African Foundations Orientation
08/02/90	Introduction to Word Processing
08/02/90	African Foundations Orientation
08/02/90	Parent Workshop
08/03/90	Introduction to Word Processing
08/03/90	African Foundations Orientation
08/06/90	Male Responsibility
08/06/90	Counselor Training
08/06/90	Desk Top Publishing/Graphics
08/06/90	Paideia Institute
08/07/90	Male Responsibility
08/07/90	Counselor Training
08/07/90	Desk Top Publishing/Graphics
08/07/90	Paideia Institute
08/07/90	Letters in a Jiffy
08/08/90	Male Responsibility
08/08/90	Counselor Training
08/08/90	Desk Top Publishing/Graphics
08/08/90	Paideia Institute
08/08/90	Figures in a Jiffy
08/09/90	Male Responsibility
08/09/90	Counselor Training
08/09/90	Desk Top Publishing/Graphics
08/09/90	Paideia Institute
08/09/90	Spirally We Roll Along
08/09/90	Computer Instruction - Disk Operating System
08/10/90	Computer Instruction - Disk Operating System
08/10/90	Male Responsibility
08/10/90	Counselor Training
08/10/90	Desk Top Publishing/Graphics
08/10/90	Badge Power
08/13/90	Beyond Assertive Discipline
08/13/90	A Look at Computer Software
08/13/90	Edge It

August 1990 (Continued)

08/14/90	Beyond Assertive Discipline
08/14/90	A Look Computer Software
08/14/90	From The Desk Of ...
08/15/90	Beyond Assertive Discipline
08/15/90	Character Education
08/15/90	A Look at Computer Software
08/15/90	Card It
08/16/90	Beyond Assertive Discipline
08/16/90	A Look at Computer Software
08/16/90	Dr. King's Principles of Non-Violence
08/16/90	Big, Bold, and Bright
08/16/90	Parent Workshop
08/17/90	Beyond Assertive Discipline
08/17/90	A Look at Computer Software
08/20/90	Edge It
08/21/90	Letters in a Jiffy
08/21/90	Selected Schools Principal's Meeting
08/22/90	Figures in a Jiffy
08/23/90	Spirally We Roll Along
08/24/90	Badge Power
08/27/90	It's Gonna Be A Banner Year
08/27/90	Implementing a Thematic Approach (Planning Session for Presenters)
08/28/90	From the Desk Of...
08/29/90	Card It
08/30/90	Big, Bold, and Bright
08/31/90	It's Gonna Be a Really Big Show

September 1990

09/04/90	Instructional Cadre
09/05/90	Instructional Cadre
09/06/90	Instructional Cadre
09/06/90	Phase II Schools- Principals and LSC Chairpersons
09/07/90	Instructional Cadre
09/13/90	Total Site Training - Manierre/Ferguson
09/13/90	Principals and Local School Council Chairpersons
09/14/90	Facilitators Training
09/17/90	Phase II schools-CPT Workshop (Medill Primary, Nash, Penn, Piccolo Elementary, Ryerson, Schiller)

September 1990

09/17/90	Engineers, Food Services Managers Advisory Council Meeting
09/18/90	Phase II Schools CPT Workshops (Medill Primary, Nash, Penn, Piccolo Elementary, Ryerson, Schiller)
09/19/90	Phase II Schools CPT Workshops Day 1 (Beethoven, Farren, Holmes, Mollison, Perry, Van Vlissingen, and Woodson South)
09/20/90	Phase II Schools CPT Workshop Day 2 (Beethoven, Farren, Holmes, Mollison, Perry, Van Vlissingen, and Woodson South)
09/20/90	Advisory Council
09/21/90	Instructional Cadre Training
09/24/90	Phase II Schools CPT Workshop Day I (Carpenter, Goethe, McCormick, McCormick Br., Prescott, Spry, Von Humboldt)
09/25/90	Phase II Schools CPT Workshop Day 2 (Carpenter, Goethe, McCormick, McCormick Br., Prescott, Spry, Von Humboldt)
09/26/90	Phase II Schools Local School Councils Workshop
09/27/90	Phase II Schools CPT Workshops (Carver H.S., Harper H.S., Manley H.S. and to be selected)
09/28/90	Phase II Schools CPT Workshops (Carver H.S., Harper H.S., Manley H.S., and a school to be selected)

EXECUTIVE SUMMARIES

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION REPORTS

Monitoring Project CANAL:

Summary of the First Two Years of Project CANAL

and

CANAL Training for LSCs

Year 2: October 30, 1989 to May 31, 1990

EXECUTIVE SUMMARY

Monitoring Project CANAL: Summary of the First Two Years

This report reviews the implementation of the CANAL model for school-based management at the end of the first two years. The original purpose of CANAL was to operationalize school-based management in selected schools of the Chicago Public Schools. The funds used to enable the implementation to go forward were the Settlement Funds for Desegregation. The justification for using the Settlement Funds was that school-based management seemed to be the best way to improve academic achievement. Project CANAL was intended to serve as a vehicle for learning lessons important to the successful initiation of school-based management.

As part of its court mandated responsibility for monitoring desegregation activities, the Monitoring Commission has been involved in an evaluation of the implementation of CANAL. The report summarizes the first two years of the implementation. The findings show that design for implementing Project CANAL has serious shortcomings.

- Project CANAL staff did not develop an evaluation design that would make it possible to evaluate problems in implementing school-based management or measure the extent of its impact.

- Baseline data were not collected on the 41 CANAL schools.

The problems of an inadequate design were compounded by those of implementation:

- Most core planning teams did not include the constituencies specified for the model of school-based management.

- Those most relevant to the model, parents and community members were most likely to be absent from the teams.

- Those least likely to attend Project CANAL training, a primary component of the implementation, were parents, community members and ancillary staff.

- At the end of the first year, there was substantial turnover on the core planning teams, and no improvement in the representation of constituencies.

- The development of local school councils at the beginning of the second year of CANAL, as a result of the enactment of the Illinois School Reform Act, meant that CANAL schools had two school-based management teams.

- Project CANAL proposed to provide training for local school council members to assure cooperation with the core planning teams. However, the great majority of local school council members did not attend the training.

Substantial problems of implementation exist at the opening of the third year of Project CANAL. The lack of response from the Project CANAL staff to respond to the concerns of the Monitoring Commission do not provide much room for optimism with regard to improvements in implementation.[1]

[1] The Commission is pleased to report that the Board has scheduled a full review for completion this spring.

EXECUTIVE SUMMARY

CANAL Training for LSCs

Year 2: October 30, 1989 to May 31, 1990

The Local School Councils (LSCs) of School Reform presented a challenge to the Core Planning Team (CPTs) of Project CANAL. Both represented an intent to involve community members in the management of local schools. The state legislature mandated that every public school in the city of Chicago elect a LSC which was given substantial power to manage the local school. The CPTs were part of a demonstration financed by the Settlement Funds for Desegregation that involves community members in local school management. Their role was voluntary and implemented initially in only 41 Chicago public schools.

Project CANAL decided to retain the CPTs in the 41 schools even though they had a similar role to that of the LSCs. Project CANAL proposed to ease the potential for conflict and overlap of the two groups by offering training to the LSCs in the concepts of Project CANAL. This report describes the success of Project CANAL in attracting LSC members to the CANAL training.

Project CANAL was unable to attract significant numbers of LSC members to the training sessions. Most sessions were attended by so few people it seems difficult to justify the use of Settlement Fund resources for the venture.

- Eight session types were offered across 29 training sessions by Project CANAL. The potential attenders at each of the eight session types consisted of 456 LSC members from 41 schools participating in CANAL.

- The only sessions attended by about half of the intended audience were two orientation sessions (113 and 111). Thirty nine of the 41 schools had at least one LSC member in attendance at orientation.

- The most attendees attracted by the remaining 27 sessions was 63. And, that many came to only one session representing as few as 14 of the 41 LSCs.

- The great majority of the individual sessions, 24 of the 29, had less than 30 people in attendance representing less than seven of the 41 schools.

Ten of the 29 sessions had fewer than 10 people in attendance. Data on the participation of LSC members in the CANAL training suggests that:

- LSC members were not committed to attend the training offered by Project CANAL.
- The CANAL training for LSCs may contribute little to cooperation between the LSCs of school reform and the CPTs of CANAL.
- The use of Settlement Funds for Desegregation to support the underutilized training may seem unjustified.
- The expenditure of resources on the maintenance of two parallel teams, the CPTs of CANAL and the LSCs of school reform, may represent a poor use of Chicago's limited public school resources.

It is recommended that the implementation of CANAL be reviewed.[1]

[1] The Commission is pleased to report that the Board has scheduled a full review for completion this spring.

ANNOTATED BIBLIOGRAPHY

MONITORING COMMISSION EVALUATIONS OF PROJECT CANAL

AUGUST 1989 THROUGH SEPTEMBER 1990

ANNOTATED REPORTS IN CHRONOLOGICAL ORDER

1. Monitoring Commission's Progress Report for the United States Department of Education on Monitoring Project CANAL (February 1989).

   The report details the strategy that the Monitoring Commission will use to monitor Project CANAL (Creating a New Approach to Learning) which was developed through an $83 million settlement by the City of Chicago and the federal government. The Monitoring Commission will focus on four areas of monitoring: (1) The degree to which CANAL activity complies with the funding proposal; this is compliance monitoring. (2) The quality of the implementation of CANAL; this is accomplished through non-participant-observer monitoring; (3) The degree to which the Project produces change; this is performance-outcome or impact monitoring; and, (4) The degree to which the CANAL Project achieves longer-range educational goals; this is research-documentation monitoring function. Also included are the Monitoring Commission's reports on all monitored CANAL activities.

2. Monitoring Commission's Quarterly Progress Report on Monitoring Project CANAL (August 1989).

   This report covers Project CANAL activities for the period of February 1, 1989, through June 30, 1989. The Monitoring Commission for Desegregation Implementation's monitoring activities found that Project CANAL did not compose the core planning teams as specified in the proposal. Most likely to be absent from the teams were parents, community members and ancillary school staff. Training activities developed to train core planning team members in techniques for school-based management were characterized by the absence of those few parents, community members and ancillary staff who were on the core planning teams.

3. Monitoring Commission's Analysis of the Level of Compliance of Project CANAL's School Improvement Plans 1989-90 (January 1990).

   The primary product of the core planning teams for the first year of Project CANAL was to produce a school improvement plan. The plans, based on an analysis of the school's problems, were to direct actions that would raise levels of academic achievement. The Commission analyzed all 41 school improvement plans. The 64-page progress report found that no plan was 100 percent complete. While 26 of the 41 plans were judged to be responsive to administrative directives, only seven of 41 were judged to be responsive to the overall CANAL philosophy. Most school plans displayed inconsistency or inadequacy between the plan and relevant information and facts about the schools and its identified problems. Only 34 of 41 plans contained objectives that could be measured.

4. Monitoring Commission's Year-End Progress Report of Monitoring Project CANAL Year 1, 1988-89 - An Analysis of the Composition and Participation of the Core Planning Teams (January 1990).

   The core planning teams of the 41 participating schools, the cornerstone of Project CANAL, were analyzed by the Monitoring Commission in terms of membership composition and participation in Year 1 training activities (September 1988 through August 1989). Basic flaws in both the composition and participation were described in the 59-page report. The failure of Project CANAL to develop a research design including baseline measures for change, jeopardized the possibility of assessing whether any changes in academic achievement could be attributed to CANAL. Combined with the failure to implement the core planning teams, CANAL clearly failed to meet the requirements of the proposal. Team members consisted primarily of teachers and principals, while ancillaries, parents, and community members only played a peripheral role.

5. Monitoring Commission's Observational Analysis of Project CANAL: Year 1, 1988-89 (January 1990).

   This 79-page report analyzes observations done by the Monitoring Commission staff of the first year of Project CANAL training activities. The following observations were made: (1) The core planning teams that showed up for training did not represent the school constituencies as outlined by the CANAL proposal; (2) There was substantive variation in trainers and topics across all training sessions; (3) Later training sessions had better prepared programs than earlier ones; (4) Afternoon workshops intended to build skills in team process were the weakest part of training; (5) A lack of clarity of how training agendas were prepared caused an unequal training experience for core teams; (6) Quality of training and training materials did not meet professional standards; (7) Management of the educational training environment was less than desirable and interfered with the quality of training; and (8) Variation between and within the core teams regarding team participants, presenters/trainers, topics and structuring character of work activities was so dramatic that any hope of replicating any aspect of Project CANAL would be impossible.

6. Monitoring Commission's Monitoring Project CANAL: First Quarter Progress Report of Year 2, 1989-90 (January 1990).

   Problems that plagued Project CANAL in Year 1 continued to be evident in the first quarter of Year 2. This 58-page progress report pointed out that even though CANAL staff knew that core planning teams did not comply with the CANAL proposal in Year 1, they failed to rectify the problem in Year 2. Additionally, continued declines in attendance in Year 2 suggested a decrease of interest and commitment to CANAL on

the part of teachers and principals. Also, the attendance figures confirm the continuing failure of CANAL to involve ancillary staff, parents and community members on the core planning teams which were the key to the CANAL proposal.

7. Monitoring Commission's Monitoring Project CANAL Second Quarter Progress Report of Year 2 (December 1, 1989 to February 28, 1990) (May 1990).

   This 67-page report updates Project CANAL's implementation during the second quarter of Year 2. The failure to properly compose the core planning teams as outlined in the original $83 million Settlement Fund proposal continued as a problem. There was no evidence of any dramatic effort on the part of CANAL to address the problem. The problem of composition was accompanied by problems of participation. The very groups that were inadequately represented in CPT membership were least likely to attend training sessions. Just as the CANAL staff failed to deal with the inadequate composition of the CPTs and non-representative participation, so did they failed to confront the reality of Local School Councils created by the School Reform Act of Illinois. The CPTs and LSCs have overlapping functions and responsibilities, but the major difference is that the LSCs are invested with the authority of a state mandate, while the CPTs have no comparable authority. The potential for conflict, duplication of effort and expenditure of resources at cross-purposes is too great to be ignored.

8. Monitoring Commission's Monitoring Project CANAL Third Quarter Progress Report of Year 2 (March 1 to May 31, 1990) (July 1990).

   The Monitoring Commission concentrates in this 68-page report on analyzing a series of meetings organized to train special groups or to focus on special topics. The training was to emphasize such matters as assertive discipline or thematic models; specific groups were to include engineers, students, parents, and advisory council members. There was a marked failure of participation in these Project CANAL training sessions. Thus, training activities which consume most of the CANAL resources did not reach the intended audiences and rather than improve the implementation of CANAL, it worsened.

MONITORING COMMISSION STAFF

MONITORING COMMISSION STAFF

The Monitoring Commission for Desegregation Implementation's principal investigator, Dr. Mary E. Davidson, is assisted by primary consultants and full-time Commission staff in monitoring Project CANAL.

Primary consultants are: Dr. Norman R. Kurtz and Dr. Doris Williams. The principal investigator and primary consultants are experienced in various aspects of research.

Staff assigned in whole or in part to monitor Project CANAL are: Alice H. Blackburn and Barb Leebens-Osilaja. Other Commission staff assisting includes: Ana Tapia.

Complete resume for the principal investigator, primary consultants and full-time Commission staff except for Mrs. Blackburn's resume appeared in the Commission first quarterly report published in February 1989 and therefore, are not reproduced here. Mrs. Blackburn's resume is reproduced here.

Additional copies of all CANAL monitoring reports published by the Monitoring Commission are available for reference at the Commission's office, 1819 W. Pershing Road, 6th Floor East, Chicago, IL 60609.

ALICE H. BLACKBURN
6637 S. Minerva Avenue, Chicago, Illinois, 312/684-1710

EDUCATION

Master of Science in Guidance and Counseling,
Chicago State University, Chicago, Illinois

Bachelor of Arts,
Florida Agricultural and Mechanical University, Tallahassee, Florida
Major: social studies. Minors: English, music, education.

Attended De Paul University, Chicago, Illinois
Administration and supervision courses.

Attended Loyola University, Chicago, Illinois, School of Social Work
Completed courses and field work toward the Master's Degree.

EXPERIENCE

Guidance and Counseling - Promoted to Counselor at the Lewis-Champlain and Alexandre Dumas Elementary Schools, Chicago Board of Education. Coordinated case study staffings on pupils with special needs, special education classes, and administration and interpretation of group testing. Counseled parents, pupils. Conducted workshops for parents on pupil progress. Referred parents and pupils needing outside help to appropriate agencies. Planned career awareness programs. Researched data on school problems. Writing of educational information.

Teaching - Lewis-Champlain and Alexandre Dumas Elementary Schools, Chicago Board of Education. Grades one, two, seven, eight.

Mental Health Specialist III - Tinley Park Medical Health Center.
Served as member of diagnostic team. Evaluated patients for in-hospital care. Decisiveness and good judgment are crucial in the crisis situation.

Social Worker III - Institute for Juvenile Research, Chicago, Illinois.
Served as a therapist in the therapeutic treatment of parents and children. Promoted to a weekly clinic team that evaluated new cases.

OTHER FACTS

Certified counselor by the State of Illinois and National Board for Certified Counselors. Superior ratings as a counselor and teacher.

Single (husband deceased), one adult son.

Excellent health.

The National Board for Certified Counselors has given me credit for one hundred continuing education units as of March 1990.

BUDGET STATUS

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

SECOND YEAR

OPERATING EXPENSES	Annual Cost	July/Aug Budget	Second Year Budget	Modification	Revised 2nd Year Budget	Expenses to 08/31/90	Balance As of 08/90
Supplies	$ 3,300	$ 993	$ 4,293	$	$ 4,293	$ 4,283	$ 10
Postage	5,000	0	5,000	0	5,000	4,119	881
Consultant Services	127,000	0	127,000	0	127,000	125,489	1,511
Printing	5,000	836	5,836	0	5,836	5,002	834
Travel	20,000	435	20,435	10,000	30,435	26,481	3,954
Furniture/Equipment	14,000		14,000	(10,000)	4,000	3,996	4
Total Operating Expenses	**$174,300**	**$2,264**	**$176,564**	**$ -0-**	**$176,564**	**$169,370**	**$7,194**

MONITORING COMMISSION FOR DESEGREGATION IMPLEMENTATION

PROJECT CANAL

Second Year Budget Detail as of 08/31/90

General Office Supplies		$ 4,283
Postage		4,119
Consultant Services as of 08/31/90:		125,489
Printing:		
Stationery	$ 83	
Mailing Labels	990	
Flyers	308	
Project CANAL Reports	3,621	
Total Printing		5,002
Travel Expenses:		
Hotel	$10,966	
Auto Mileage	212	
Amtrak	52	
Food	2,977	
Airfare	8,912	
Local	2,646	
Miscellaneous	716	
Total Travel		26,481
Furniture/Equipment:		
Typewriter	$ 687	
File Cabinets	956	
Dictaphone	324	
Service Contract	2,029	
Total Furniture/Equipment		3,996
Total Operating Expenses		**$ 169,370**